**Eureka Math *A Story of Units***

**Second Grade – Module 6**

**2015-2016**

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Materials based on Eureka Math Version 3 (no changes from Version 2).

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one math session. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* Items can be read to students as needed. (Read the items as written; do not reword.)
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

**4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.

**3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year*.*

**2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

**1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel’s grade scale.**

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 6 Grading Guidance:**

* The standards assessed in Module 6 will not be assessed again. (See checklist on page 3.)

**Grade 2 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are assessed in Module 6.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 2 MODULES | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2.OA | 1\* | X |  |  | X |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |  |
| 3\* |  |  |  |  |  | X |  |  |
| 4\* |  |  |  |  |  | X |  |  |
| 2.NBT | 1a\* |  |  | X |  |  |  |  |  |
| 1b\* |  |  | X |  |  |  |  |  |
| 2\* |  |  | X |  |  |  |  |  |
| 3\* |  |  | X |  |  |  |  |  |
| 4\* |  |  | X |  |  |  |  |  |
| 5\* | X |  |  | X |  |  |  |  |
| 6\* |  |  |  | X |  |  |  |  |
| 7\* |  |  |  | X | X |  |  |  |
| 8\* |  |  |  | X | X |  |  |  |
| 9\* |  |  |  | X | X |  |  |  |
| 2.MD | 1\* |  | X |  |  |  |  | X |  |
| 2\* |  | X |  |  |  |  | X |  |
| 3\* |  | X |  |  |  |  | X |  |
| 4\* |  | X |  |  |  |  | X |  |
| 5\* |  | X |  |  |  |  | X |  |
| 6\* |  | X |  |  |  |  | X |  |
| 7 |  |  |  |  |  |  |  | X |
| 8 |  |  |  |  |  |  | X |  |
| 9 |  |  |  |  |  |  | X |  |
| 10 |  |  |  |  |  |  | X |  |
| 2.G | 1 |  |  |  |  |  |  |  | X |
| 2 |  |  |  |  |  | X |  |  |
| 3 |  |  |  |  |  |  |  | X |

**Second Grade Module 6: Mid Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 6: Mid Module Assessment** | | | | | | |
|  | **Domain** | | | | **Standard** | | |
| Question | Operations and Algebraic Thinking | | | | 2.OA.4 | | |
| 1 | 1 2 3 4 | | | | X | | |
| 2 | 1 2 3 4 | | | | X | | |
| 3 | 1 2 3 | | | | X | | |
| 4 | 1 2 3 4 | | | | X | | |
|  | |  | |  |  |  |  | |
| Domain  Score | Operations and Algebraic Thinking | | | |  |  |  | |
| Total Points |  | | | |  |  |  | |
| Level | 4 | | 14-15 points | |  |  |  | |
| 3 | | 10-13 points | |  |  |  | |
| 2 | | 6-9 points | |  |  |  | |
| 1 | | 4-5 points | |  |  |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

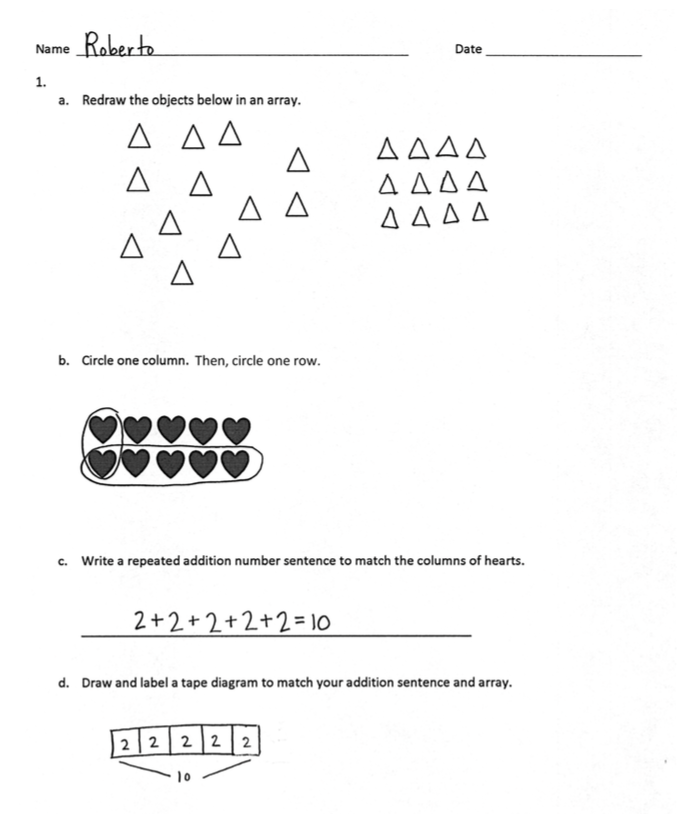
**Second Grade Module 6: Mid Module Assessment Task Score Sheet (continued)**

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| Mid-Module Assessment Task (Topics A–B)  Cluster and Standard Addressed |
| Work with equal groups of objects to gain foundations for multiplication.  **2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. |

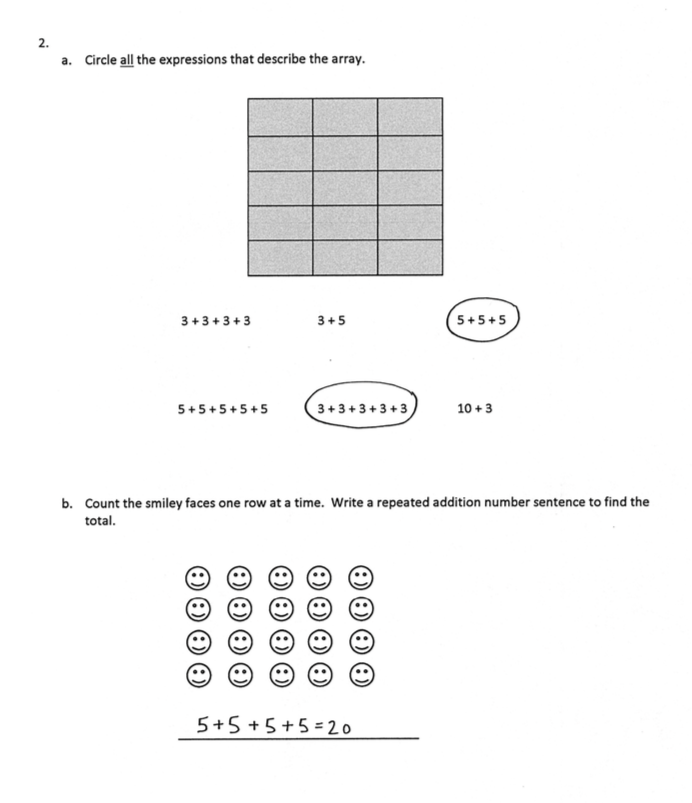
**Second Grade Module 6: Mid Module Assessment Task Rubric**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 Point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| **1**  2.OA.4 | The student correctly answers **0-1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| 1. **(1)** Draws triangles in an array. Possible arrays include: 1 row of 12, 12 rows or 1, 2 rows of 6, 6 rows of 2, 3 rows of 4, or 4 rows of 3. 2. **(2)** Circles one row and one column. 3. **(3)** Answers 2 + 2 + 2 + 2 + 2 = 10. 4. **(4)** Draws a tape diagram to match the addition sentence in Part (c). | | | |
| **2**  2.OA.4 | The student solves **0-1** out of three parts correctly. | The student solves **2** out of three parts correctly. | The student solves **3** out of three parts correctly. | The student correctly answers **4** of the four parts. (See below.) |
| 1. **(1)** Circles both 5 + 5 + 5 and **(2)** 3 + 3 + 3 + 3 + 3. 2. **(3)** Writes 5 + 5 + 5 + 5 = 20 or 4 + 4 + 4 + 4 + 4 = 20. 3. **(4)** Draws an array showing 4 columns of 5. | | | |
| **3**  2.OA.4 | The student correctly answers **0** out of two parts. | The student correctly answers **1** of the two parts. | The student correctly answers **2** of the two parts. (See below.) | No level 4 is available for this item. |
| 1. **(1)** Draws an array showing 3 rows of 5. 2. **(2)** Answers 5 + 5 + 5 = 15. | | | |
| **4**  2.OA.4 | The student correctly answers **0-1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| 1. **(1)** Draws an array to show 3 rows of 3, and **(2)** draws an array to show either 2 rows of 5 or 5 rows of 2. 2. **(3)** Answers that Sarah would make more money with Choice 2 and **(4)** clearly explains why. | | | |

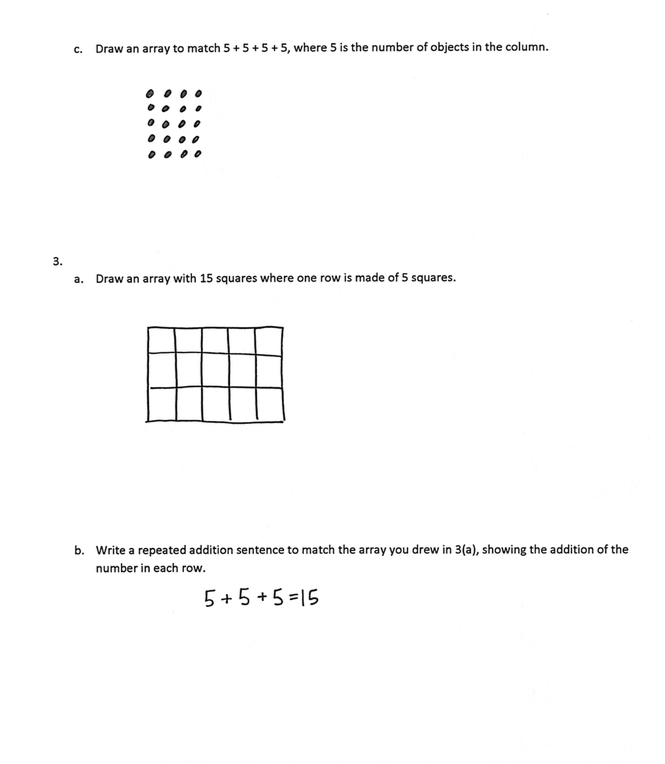
**Second Grade Module 6: Mid-Module Assessment Task Key**



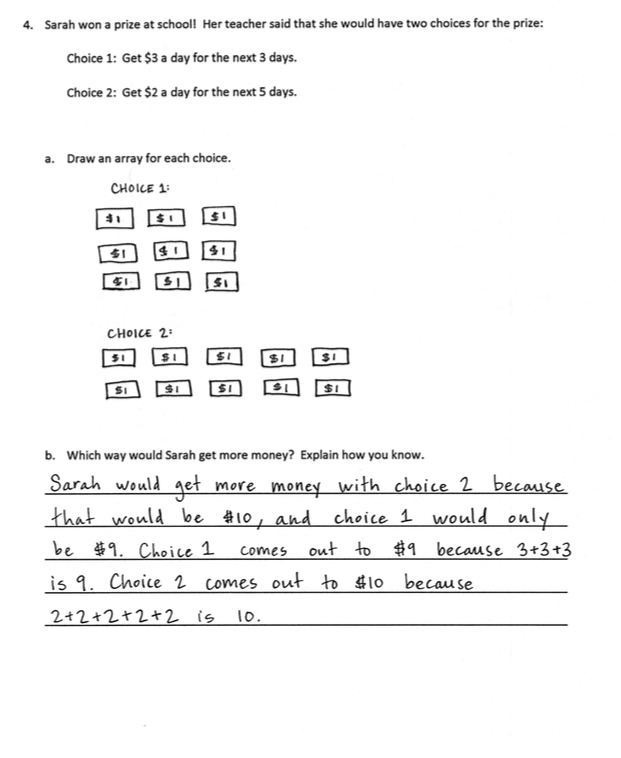
**Second Grade Module 6: Mid-Module Assessment Task Key (continued)**



**Second Grade Module 6: Mid-Module Assessment Task Key (continued)**



**Second Grade Module 6: Mid-Module Assessment Task Key (continued)**

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**Second Grade Module 6: End of Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

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|  | **Module 6: End-of-Module Assessment** | | | | | | | | | | | |
|  | **Domain** | | | | | | **Standards** | | | | | |
| Question | Operations and Algebraic Thinking | | | Geometry | | | 2.OA.3 | | 2.OA.4 | | 2.G.2 | |
| 1 | 1 2 3 4 | | |  | | | X | |  | |  | |
| 2 |  | | | 1 2 3 4 | | |  | |  | | X | |
| 3 | 1 2 3 4 | | |  | | | X | | X | |  | |
| 4 a, c | 1 2 3 4 | | |  | | | X | |  | |  | |
| 4 b |  | | | 1 2 3 | | |  | |  | | X | |
|  | | |  | | |  |  |  | |  | |
| Domain  Score | Operations and Algebraic Thinking | | | Geometry | | |  |  | |  | |
| Total Points |  | | |  | | |  |  | |  | |
| Level | 4 | 11-12 points | | 4 | 7 points | |  |  | |  | |
| 3 | 8-10 points | | 3 | 5-6 points | |  |  | |  | |
| 2 | 5-7 points | | 2 | 3-4 points | |  |  | |  | |
| 1 | 3-4 points | | 1 | 2 points | |  |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

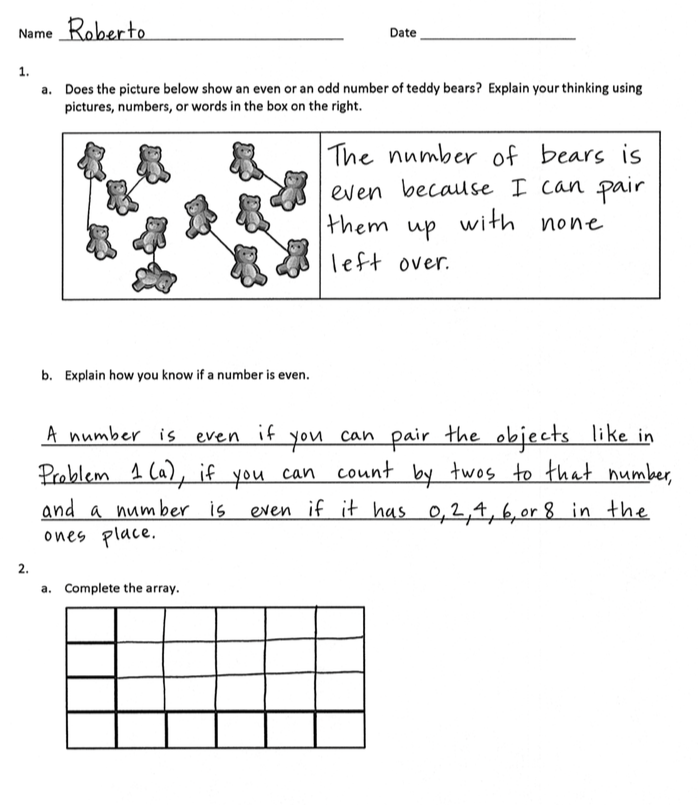
**Second Grade Module 6: End-of-Module Assessment Task Score Sheet (continued)**

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| --- |
| End-of-Module Assessment Task (Topics A–D)  Clusters Standards Addressed |
| Work with equal groups of objects to gain foundations for multiplication.  **2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.  **2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.  Reason with shapes and their attributes.  **2.G.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. |

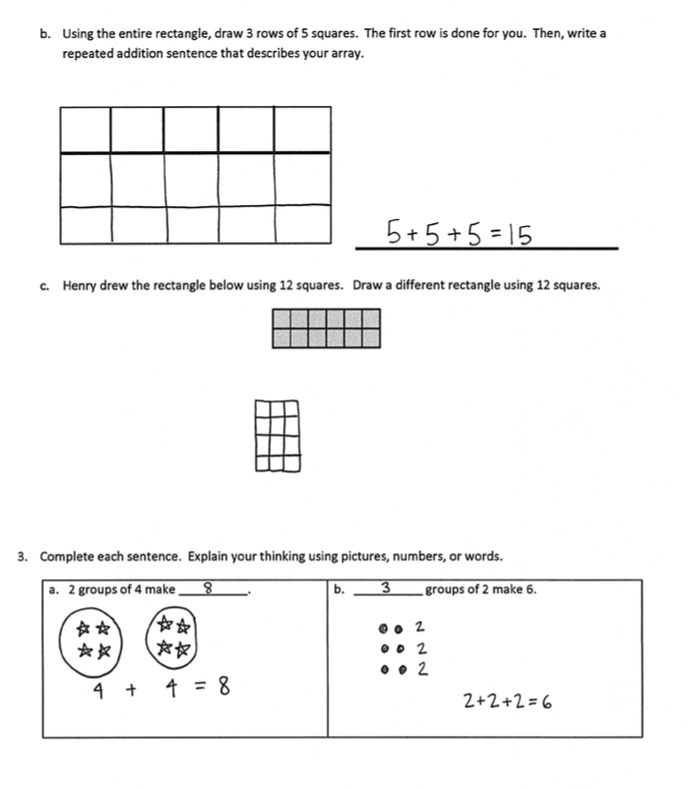
**Second Grade Module 6: End-of-Module Assessment Task Rubric**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 Point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 Points) |
| **1**  2.OA.3 | The student correctly answers **0-1** of the three parts. | The student correctly answers **2** of the three parts. | The student correctly answers **3** of the three parts. (See below.) | The student correctly answers **3** of the three parts, with **two or more reasons** provided for part b. |
| 1. **(1)** Answers *even* and **(2)** explains thinking using pictures, numbers, or words. 2. **(3)** Explains that a number is even using at least one of the following reasons:  * A number that occurs as we skip count by twos. * When objects are paired with none left over. * A number that is twice a whole number (double). * A number whose last digit is 0, 2, 4, 6, or 8*.* | | | |
| **2**  2.G.2 | The student correctly answers **0-1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| 1. **(1)** Completes the array to show 4 rows of 6. 2. **(2)** Completes the array to show 3 rows of 5 and **(3)** gives a repeated addition sentence of 5 + 5 + 5 = 15 or  3 + 3 + 3 + 3 + 3 = 15. 3. **(4)** Draws a different array using 12 squares. | | | |
| **3**  2.OA.3  2.OA.4 | The student correctly answers **0-1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| 1. **(1)** Answers 8 and **(2)** explains thinking using pictures, numbers, or words. 2. **(3)** Answers 3 and **(4)** explains thinking using pictures, numbers, or words. | | | |
| **4a, c**  2.OA.3  **Rubric for 4b is below.** | The student correctly answers **0-1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| **a. (1)** Answers *yes* and **(2)** gives an explanation as to why 14 is even using at least one of the reasons stated in 1(b).  **c. (3)** Answers 7 and **(4)** explains thinking using pictures, numbers, or words. | | | |
| **4b**  2.G.2 | The student is unable to complete the array. | The student completes the array, but does not show 2 rows of 7. | The student correctly completes the array to show 2 rows of 7. | No level 4 available for this item. |

**Second Grade Module 6: End-of-Module Assessment Task Key**



**Second Grade Module 6: End-of-Module Assessment Task Key (continued)**



**Second Grade Module 6: End-of-Module Assessment Task Key (continued)**

